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ABSTRACT

Iowa legislators responded to the national accountability trend in 1975 by mandating a statewide needs assessment. This paper examines the activities of fifteen selected districts in terms of: (1) a statistical analysis of community, teacher, and student rankings of eighteen cognitive and affective educational goals; (2) statistical analysis of community, teacher, and student perceptions of how well districts meet the eighteen goals; (3) a discussion of the processes utilized by schools to select needs; (4) a description of the curriculum models designed to meet district needs; and (5) a discussion of the role of the community advisory group in curriculum decision making. The goals were derived from the Phi Delta Kappa Model for needs assessment. (CP)

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State Mandated Needs Assessment: A Report of
Activities in Fifteen Selected Iowa School Districts

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State Mandated Needs Assessment: A Report of
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OVERVIEW

Chapter 280.12 of the Iowa Code in 1975 called for each school district in the state of Iowa to:

- determine educational needs and rank them,
- develop long range plans to meet these needs,
- establish short and intermediate range plans to attain desired levels of student achievement,
- maintain a record of progress, and
- make required reports.

To assist school districts in complying with the mandate, Iowa State University offered supportive services in implementing the Phi Delta Kappa Needs Assessment process and in designing curricular responses to defined needs.

The objective of this paper is to review the following:

- a statistical analysis of community, teacher and student rankings of eighteen educational goals,
- a statistical analysis of community, teacher and student perceptions of how well districts meet the eighteen goals,
- a discussion of the process utilized by schools to select needs, and
- a description of the curriculum models designed to meet district needs.

The Phi Delta Kappa Approach
to Needs Assessment

The Phi Delta Kappa Model for needs assessment, a three-part plan for school districts to identify needs and act upon them, corresponds to the Iowa mandate in that the model's phases include:

Phase I - Ranking of eighteen educational goals and assigning performance levels to the goals.

Phase II - Identifying district needs and translating the needs into performance objectives.

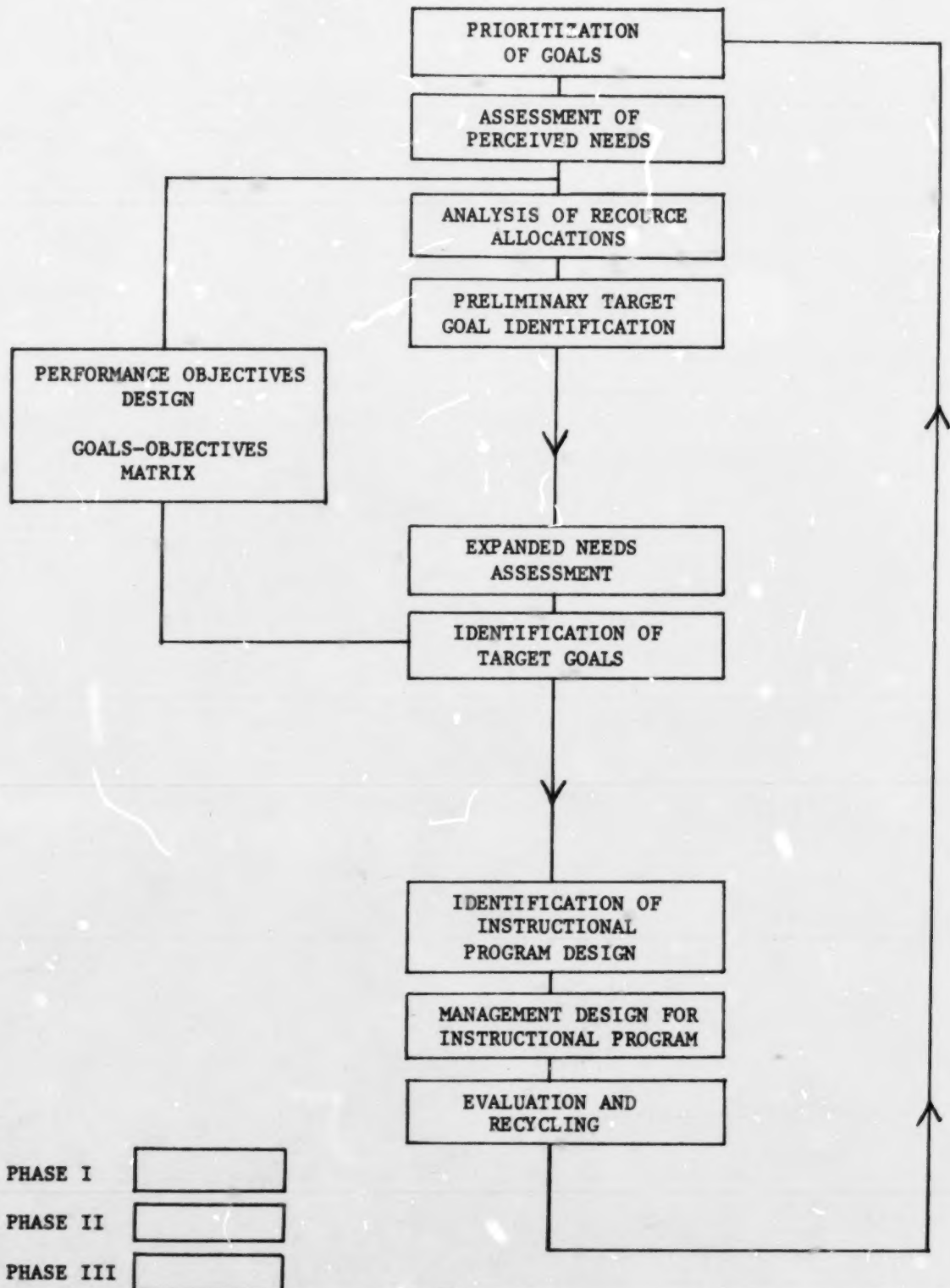
Phase III - Implementing and evaluating the objectives through a management design.

Figure 1 describes the graphic model of the PDK process. Figure 2 contains a list of the eighteen educational goals. Figure 3 explains the rating system used to determine how well a school district is meeting a goal.

During the 1975-76 and 1976-77 academic year, well over 100 Iowa school districts completed the first phase of the PDK process. These districts randomly selected students, teachers, and community members and asked them to engage in a series of exercises which would result in prioritizing the eighteen goals and establishing perceptions concerning how well the goals were being met. Figure 4 contains an example of the data a school district received to enable the district to rank order the eighteen goals.

Figure 1.

PHI DELTA KAPPA
Educational Planning Model



EDUCATIONAL GOALS

Figure 2.

* These are not in any order of importance.

LEARN HOW TO BE A GOOD CITIZEN

- A. Develop an awareness of civic rights and responsibilities.
- B. Develop attitudes for productive citizenship in a democracy.
- C. Develop an attitude of respect for personal and public property.
- D. Develop an understanding of the obligations and responsibilities of citizenship.

LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY

- A. Develop an appreciation for and an understanding of other people and other cultures.
- B. Develop an understanding of political, economic, and social patterns of the rest of the world.
- C. Develop awareness of the interdependence of races, creeds, nations and cultures.
- D. Develop an awareness of the processes of group relationships.

LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD

- A. Develop ability to adjust to the changing demands of society.
- B. Develop an awareness and the ability to adjust to a changing world and its problems.
- C. Develop understanding of the past, identify with the present, and the ability to meet the future.

DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING

- A. Develop ability to communicate ideas and feelings effectively.
- B. Develop skills in oral and written English.

UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS

- A. Develop loyalty to American democratic ideals.
- B. Develop patriotism and loyalty to ideas of democracy.
- C. Develop knowledge and appreciation of the rights and privileges in our democracy.
- D. Develop an understanding of our American heritage.

LEARN HOW TO EXAMINE AND USE INFORMATION

- A. Develop ability to examine constructively and creatively.
- B. Develop ability to use scientific methods.
- C. Develop reasoning abilities.
- D. Develop skills to think and proceed logically.

UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING

- A. Develop understanding and appreciation of the principles of living in the family group.
- B. Develop attitudes leading to acceptance of responsibilities as family members.
- C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE

- A. Develop appreciation and respect for the worth and dignity of individuals.
- B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
- C. Develop a cooperative attitude toward living and working with others.

DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK

- A. Develop abilities and skills needed for immediate employment.
- B. Develop an awareness of opportunities and requirements related to a specific field of work.
- C. Develop an appreciation of good workmanship.

LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES

- A. Develop an understanding of economic principles and responsibilities.
- B. Develop ability and understanding in personal buying, selling and investment.
- C. Develop skills in management of natural and human resources and man's environment.

DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE

- A. Develop intellectual curiosity and eagerness for lifelong learning.
- B. Develop a positive attitude toward learning.
- C. Develop a positive attitude toward continuing independent education.

LEARN HOW TO USE LEISURE TIME

- A. Develop ability to use leisure time productively.
- B. Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual and creative.
- C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

- A. Establish an effective individual physical fitness program.
- B. Develop an understanding of good physical health and well being.
- C. Establish sound personal health habits and information.
- D. Develop a concern for public health and safety.

APPRECIATE CULTURE AND BEAUTY IN THE WORLD

- A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
- B. Cultivate appreciation for beauty in various forms.
- C. Develop creative self-expression through various media (art, music, writing, etc.).
- D. Develop special talents in music, art, literature and foreign languages.

GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS

- A. Promote self-understanding and self-direction in relation to student's occupational interests.
- B. Develop the ability to use information and counseling services related to the selection of a job.
- C. Develop a knowledge of specific information about a particular vocation.

DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH

- A. Develop a feeling of student pride in his achievements and progress.
- B. Develop self-understanding and self-awareness.
- C. Develop the student's feeling of positive self-worth, security, and self-assurance.

DEVELOP GOOD CHARACTER AND SELF-RESPECT

- A. Develop moral responsibility and a sound ethical and moral behavior.
- B. Develop the student's capacity to discipline himself to work, study, and play constructively.
- C. Develop a moral and ethical sense of values, goals, and processes of free society.
- D. Develop standards of personal character and ideas.

GAIN A GENERAL EDUCATION

- A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
- B. Develop a fund of information and concepts.
- C. Develop special interests and abilities.

Figure 3.

INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE OF CURRENT SCHOOL PROGRAMS

Directions:

Listed below are the goals established for the school district at the last meeting of the Representative Community Committee. The goals are **not** listed in a priority order.

Your task is to read each of the goal statements and ask yourself:

Community Member: "In my opinion, how well are current programs meeting this goal?"

Teachers/Students: "How well are my school's current programs meeting this goal?"

The answer to this question for each of the goals will provide the Board of Trustees, administrators and teachers with the information needed to revise existing programs and to develop new programs for the students of the district. When the results are examined, the district will interpret your statements in the following manner:

EXTREMELY POOR means:

I believe students are **not being taught** the skills necessary to meet this goal.
This goal is the school's responsibility but **almost nothing** is being done to meet this goal.

POOR means:

I believe programs designed to meet this goal are **weak**.
I believe that **much more effort** must be made by the school to meet this goal.

FAIR BUT MORE NEEDS TO BE DONE means:

I believe present programs are **acceptable**, but I would like to see **more importance** attached to this goal by the school.
I would rate the school's job in this area as only **fair**; **more effort** is needed as far as I am concerned.

LEAVE AS IS means:

I believe the school is doing a **good job** in meeting this goal.
I am **satisfied** with the present programs which are designed to meet this goal.

TOO MUCH IS BEING DONE means:

I believe the school is already spending **too much** time in this area.
I believe programs in this area are **not the responsibility** of the school.

For Example:

If one believed that the goal "Learn How To Be A Good Citizen" is being met quite adequately, a circle would be drawn around the appropriate number on the scale. The circled number would then be placed in the score box.

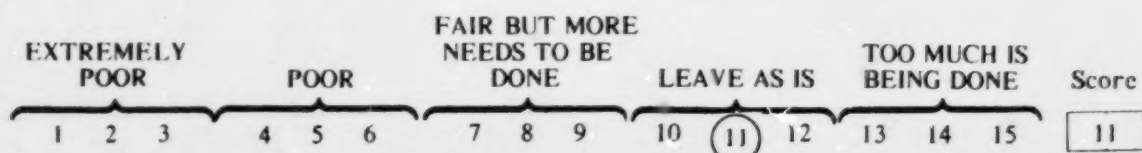


Figure 4.

RANKING GOALS ACCORDING TO PERCEIVED
PERFORMANCE AND PRIORITIZED GOAL SCORES

GOALS	Variance Of Groups Rating	Average Scores Of Groups Rating	Variance Of Groups Rating	Average Scores Of Groups Ranking Goals	Difference Between Average Scores (B-D)	Ranking Of Goals
	A	B	C	D	E	F
1. Learn How To Be A Good Citizen						
2. Learn How To Respect And Get Along With People Who Think, Dress And Act Differently						
3. Learn About And Try To Understand The Changes That Take Place In The World						
4. Develop Skills In Reading, Writing, Speaking, and Listening						
5. Understand And Practice Democratic Ideas and Ideals						
6. Learn How To Examine And Use Information						
7. Understand And Practice The Skills Of Family Living						
8. Learn To Respect And Get Along With People With Whom We Work And Live						
9. Develop Skills To Enter A Specific Field Of Work						
10. Learn How To Be A Good Manager of Money, Property and Resources						
11. Develop A Desire For Learning Now And In The Future						
12. Learn How To Use Leisure Time						
13. Practice And Understand The Ideas Of Health and Safety						
14. Appreciate Culture And Beauty In The World						
15. Gain Information Needed To Make Job Selections						
16. Develop Pride In Work And A Feeling Of Self-Worth						
17. Develop Good Character And Self-Respect						
18. Gain A General Education						

The Study

The author of this study selected fifteen of the Iowa districts to compare priority ranking of the eighteen goals and perceptions concerning how well the goals were being met. Figure 5 presents the demographic data concerning the 15 schools. District population ranged from 18,000 to 1,100, and school population ranged from 2,675 to 168. Table I contains the eighteen goals and the priority means reported to each of the fifteen school districts. The question which this paper addresses is: What did the districts choose to do with the data?

Many districts chose to ignore the results of Table II - Perceptions. The decision makers in the districts noted that for ALL of the goals, students, teachers, and community members perceived that the goals could be described either as "fair but more needs to be done" or "leave as is." They then turned to Table I and rank ordered the eighteen goals. A typical rank ordering is shown in Figure 6. Most districts were not only typical in this rank ordering process but found that the order was similar. The goal, "To develop skills in reading, writing, speaking, and listening," usually appeared among the top three goals; the goal, "To appreciate culture and beauty in the world," usually appeared among the bottom three goals.

Curriculum decision makers, faced with the task of moving to the second phase of the needs assessment--responding to the identified needs--chose one of several approaches.

- Work on the top two or _____ goals.
(insert a number)
- Work on the top cognitive and the top affective goal.

Figure 5.

The Fifteen Schools Demographic Data

School	District Population	School Population
New Providence	1,100	168
Dike	2,707	717
Madrid	3,000	680
Anamosa	8,175	1,737
Oskaloosa	18,000	2,675
Treynor	1,700	530
Williamsburg	4,823	1,068
Jefferson	6,500	1,390
Essex	1,400	360
Clarke	6,200	1,447
Fairfield	14,500	2,819
Webster City	11,800	2,400
Washington	9,450	2,050
St. Ansgar	4,700	970
Humboldt	7,458	1,640

COMPOSITE RANKING OF GOALS

<u>RANK</u>		<u>GOAL</u>	<u>AVE.</u>
1		Develop skills in reading, writing, speaking, and listening	4.07
2-3	tie	Develop good character and self-respect	3.47
2-3	tie	Gain a general education	3.47
4		Develop pride in work and a feeling of self-worth	3.33
5		Learn to respect and get along with people with whom we work and live	3.13
6		Learn how to examine and use information	2.93
7		Learn how to be a good manager of money, property and resources	2.73
8		Develop a desire for learning now and in the future	2.60
9		Learn how to be a good citizen	2.47
10		Develop skills to enter a specific field of work	2.13
11-12	tie	Learn how to respect and get along with people who think, dress and act differently	2.07
11-12	tie	Practice and understand the ideas of health and safety	2.07
13-14	tie	Understand and practice the skills of family living	2.00
13-14	tie	Gain information needed to make job selections	2.00
15-16	tie	Understand and practice democratic ideas and ideals	1.87
15-16	tie	Appreciate culture and beauty in the world	1.87
17		Learn about and try to understand the changes that take place in the world	1.73
18		Learn how to use leisure time	1.07

PHI DELTA KAPPA EDUCATIONAL GOALS

Table 1.

Priority
A Comparison of Means

GOAL	New Providence	Dike	Madrid	Anamosa	Oskaloosa	Treynor	Williams- burg	Jefferson	Essex	Clarke	Fairfield	Webster City	Washington	St. Ansgar	Humboldt
Learn How To Be A Good Citizen	2.467	2.611	2.393	2.529	3.010	2.700	3.081	2.333	2.476	2.808	2.417	2.983	2.464	2.724	2.444
Learn How To Respect and Get Along With People Who Think, Dress, and Act Differently	1.933	2.000	2.000	2.176	2.202	2.133	2.189	2.061	2.075	2.115	1.708	1.877	1.815	2.310	2.333
Learn About and Try To Understand The Changes That Take Place In The World	2.200	2.056	1.929	2.059	1.909	2.167	2.194	2.030	1.738	1.808	2.000	1.845	2.071	2.138	1.889
Develop Skills in Reading, Writing, Speaking, and Listening	4.200	4.667	4.714	4.235	4.433	4.167	3.946	4.515	4.074	4.192	4.625	4.586	4.607	4.276	4.778
Understand and Practice Democratic Ideas and Ideals	2.067	1.778	2.000	1.647	1.838	2.000	1.973	1.970	1.876	1.920	2.083	2.034	1.837	2.000	2.056
Learn How To Examine and Use Information	3.400	3.056	3.357	3.176	2.828	2.733	2.784	3.273	2.934	3.000	3.292	3.172	3.429	2.724	2.944
Understand and Practice the Skills of Family Living 0.0 = 1 6.7	1.400	1.444	1.214	1.235	1.828	1.591	1.667	1.452	2.000	1.308	1.478	1.377	1.250	1.609	1.733
Learn To Respect and Get Along With People With Whom We Work and Live	2.533	3.056	2.929	3.294	3.222	2.800	3.162	2.788	3.132	2.962	2.958	3.138	2.750	3.138	2.778
Develop Skills to Enter A Specific Field of Work	2.467	1.000	2.321	2.235	1.980	2.767	2.111	2.182	2.137	2.440	2.167	1.852	1.926	2.069	2.438
Learn How To Be A Good Manager Of Money, Property, And Resources	2.333	2.722	2.179	2.529	2.657	2.400	2.730	1.935	2.731	2.577	2.167	2.276	2.370	2.379	2.278
Develop A Desire For Learning Now and In The Future	3.333	2.944	3.179	3.294	2.847	2.897	2.946	3.242	2.604	2.808	3.000	3.069	3.286	2.655	2.778
Learn How To Use Leisure Time 0.0 = 2 13.3	1.000	1.278	1.179	1.000	1.636	1.480	1.355	1.469	1.078	1.318	1.091	1.490	1.440	1.571	1.429
Practice and Understand The Ideas of Health and Safety	1.600	1.778	1.857	1.471	1.838	2.100	1.892	1.727	2.074	2.000	1.542	1.690	1.857	1.724	1.722
Appreciate Culture and Beauty In The World	1.733	1.611	1.464	1.529	1.505	1.800	1.639	1.939	1.875	1.600	1.609	1.643	1.889	1.310	1.667
Gain Information Needed To Make Job Selections	2.933	1.833	2.429	2.412	1.960	2.567	2.135	2.030	2.000	2.385	2.250	2.000	2.250	2.310	2.167
Develop Pride In Work and A Feeling of Self-Worth	2.733	3.444	3.071	3.294	3.253	2.933	2.865	3.455	3.333	2.923	3.458	3.517	3.286	3.207	3.556
Develop Good Character and Self-Respect	2.200	3.111	2.750	3.176	3.122	2.724	3.270	2.576	3.475	2.962	3.042	3.140	2.750	3.103	2.778
Gain A General Education	4.467	4.556	3.893	3.706	2.939	4.000	3.622	4.303	3.476	4.115	4.292	4.000	4.259	4.000	4.111

PHI DELTA KAPPA EDUCATIONAL GOALS

Table 2.

Perceptions
A Comparison of Means

GOAL	New Providence	Dike	Madrid	Anamosa	Oskaloosa	Treynor	Williams- burg	Jefferson	Essex	Clarke	Fairfield	Webster City	Washington	St. Aneger	Humboldt
Learn How To Be A Good Citizen	9.650	9.085	7.954	8.514	7.697	8.529	8.725	7.662	9.317	8.087	8.592	7.792	8.274	8.385	8.714
Learn How To Respect and Get Along With People Who Think, Dress, and Act Differently	9.067	8.817	8.741	8.389	7.273	8.175	7.970	8.169	8.483	9.058	8.528	8.589	8.236	8.795	7.707
Learn About and Try To Understand The Changes That Take Place In The World	8.900	9.338	8.935	9.057	8.187	9.143	9.032	8.946	9.583	9.350	9.092	9.195	8.943	9.402	9.190
Develop Skills in Reading, Writing, Speaking, and Listening	10.317	8.634	8.417	8.957	7.871	8.574	9.294	8.454	8.383	8.126	9.903	8.407	8.170	8.641	9.000
Understand and Practice Democratic Ideas and Ideals	9.133	9.414	8.824	9.386	8.033	9.265	9.256	8.651	9.467	8.990	9.231	9.051	8.877	8.718	9.252
Learn How To Examine and Use Information	8.750	9.014	8.250	8.957	7.972	8.664	9.006	8.531	8.350	8.689	9.187	8.733	8.312	8.786	9.184
Understand and Practice The Skills of Family Living	9.433	9.352	9.815	9.429	7.554	8.825	8.878	9.215	9.183	9.320	9.028	9.230	8.095	9.547	9.204
Learn To Respect and Get Along With People With Whom We Work and Live	9.567	9.028	7.824	8.100	7.626	9.673	8.104	7.815	8.300	8.359	8.594	7.881	7.783	8.051	8.061
Develop Skills To Enter A Specific Field of Work	8.433	9.972	8.389	9.000	8.209	8.117	8.706	8.969	8.133	9.282	8.454	10.025	8.321	9.094	9.252
Learn How To Be A Good Manager Of Money, Property, and Resources	8.167	8.296	8.528	8.429	7.383	8.269	8.527	8.388	8.167	8.534	8.202	8.462	7.858	8.821	8.796
Develop A Desire For Learning Now and In The Future	9.050	8.085	7.509	8.871	7.410	7.897	8.111	7.631	8.850	8.165	7.857	8.017	7.425	8.590	8.000
Learn How To Use Leisure Time	9.900	8.620	9.222	9.957	7.945	8.937	9.171	8.876	10.317	8.505	8.316	9.025	8.387	8.812	8.197
Practice and Understand The Ideas Of Health and Safety	9.450	9.211	9.528	9.743	8.581	9.130	9.126	9.209	10.400	9.204	9.353	9.791	9.179	9.590	9.007
Appreciate Culture and Beauty In The World	9.600	9.155	8.815	9.686	7.580	8.318	8.795	8.690	8.650	8.971	8.775	9.379	9.302	9.769	8.524
Gain Information Needed To Make Job Selections	8.767	9.169	8.109	8.629	8.154	7.937	8.326	8.569	8.217	8.524	9.136	9.140	8.502	8.836	9.551
Develop Pride In Work and A Feeling of Self-Worth	9.283	8.394	7.407	7.971	7.515	8.511	8.062	7.446	8.017	7.981	8.328	7.805	7.387	8.085	8.367
Develop Good Character and Self-Respect	9.450	8.479	7.639	8.371	7.556	8.444	8.203	7.512	8.583	7.777	8.380	7.449	7.527	8.162	8.218
Gain A General Education	9.783	9.229	8.981	9.743	8.661	9.381	9.682	8.891	9.600	8.913	9.896	9.275	9.092	9.504	9.796

- Work on _____ goals selected by administrators or
(insert a steering committee.
number)
- Work on a goal which represents a compilation of
other goals. (e.g. "To help students develop a
good set of values")

The "work" engaged in by school districts took one of two forms:

(1) Continue to follow the PDK process and write performance objectives for the identified needs; (2) Depart from the PDK process and design a district-made model for the identified needs. This second approach resulted in a variety of models, three of which are described in the following paragraphs.

A district which serves 1,000 students decided to structure a program designed to develop in students a healthy self concept. As a prerequisite to program development the district asked the staff to respond to four questions:

- 1) What are you doing outside the classroom to develop healthy student self concepts?
- 2) What do you do spontaneously in the classroom to develop healthy student self concepts?
- 3) What specific classroom strategies do you use to develop healthy student self concepts?
- 4) What behaviors on your part inhibit you from helping students to develop healthy self concepts?

The responses to the survey and an additional Likert Scale survey (prompted by question four) suggested to the steering committee two responses: 1) a workshop designed to assist teachers in eliminating inhibiting behaviors and 2) self study diary, designed to make teachers more aware of their behaviors.

A consolidated school district which serves three hundred students decided to structure a program designed to clarify the role of the school,

the community, and parents in affective education. A subgoal concerned their desire to communicate the fact that small school districts, although they are suffering declining enrollments, afford unique opportunities to design innovative projects. The product which resulted from this district included a video tape designed to show process phases and a series of workshops for parents, students, and teachers which focused on role clarification.

A district which serves 1,000 students identified as their target need, "To develop pride in work and a feeling of self worth." Using a structure described by Charles Kniker in You and Values Education (1977), teachers wrote a series of values strategies to reach the target need. This approach is described in Figures 7 and 8.

CONCLUSION

The national trend toward accountability has resulted in state mandated needs assessment programs which have involved school personnel and community members. This paper attempted to analyze the results of a state mandated needs assessment in fifteen selected Iowa school districts. The inherent implications in this analysis should provide insight for school districts and states involved in similar assessment processes.

Explanation: The V-A-L-U-E-S outline is a helpful way to structure and review the effectiveness of value strategies.

The V alue concept relates to a goal statement, e.g., self-worth, pride, security.

The A ctivity states in behavioral terms the value topic which will be raised and what change should be expected by the student after the activity is concluded.

The L earning aids section states what materials will be needed. You can jot in this space the sources of films or stories used.

U nit interaction states the details of the activity, includes the time needed, and the age levels with which this works. Simply stated, this section indicates the method of presentation, such as discussion or film-strip.

The E valuation segment lists what type of instrument you will use to find out what impact the strategy had upon the value positions of the group. Will it be a self-report, a creative project, a letter to the editor, a questionnaire? Here there is some flexibility if you indicated group discussion. You may choose to write down the specific questions under the U nit interaction section or in the E valuation section.

The S uggestions category is used to make notes to yourself about future uses of the strategy. You may find that a role-play from a book included characters to whom your students could not relate. Would the strategy have gone better if done at a different time? If some member of the group raised a good question, note it under this section for future times.

Goal/Need Develop pride in work and a feeling of self worth.

- A. Develop a feeling of student pride in his achievements and progress.
- B. Develop self-understanding and self-awareness.
- C. Develop the student's feeling of positive self-worth, security, and self-assurance.

V alue concept:

A ctivity:

L earning aids:

U nit interaction:

E valuation:

S uggestions:

REFERENCES

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Kniker, Charles. You and Values Education. (Columbus, Ohio: Charles
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